

1-5-1977

## CWU Faculty Senate Minutes - 01/05/1977

Esther Peterson

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MINUTES: Regular Senate Meeting, 5 January 1977  
Presiding Officer: Helmi Habib, Chairman  
Recording Secretary: Esther Peterson

The meeting was called to order at 3:15 p.m.

#### ROLL CALL

Senators Present: All Senators or their alternates were present except Joel Andress, James Brooks, Wolfgang Franz, Allen Gulezian, John Gregor, Louis Kollmeyer, Usha Mahajandi, Larry Porter, Russell Ross, Milo Smith.

Visitors Present: James Brennan, Eugene Kosy, Jimmie Applegate, and Don Schliesman.

#### AGENDA CHANGES AND APPROVAL

There were no changes to the Agenda.

#### APPROVAL OF MINUTES

The minutes of December 1, 1976 were approved as distributed.

#### COMMUNICATIONS

The following communication was received:

- A. Letter from Vice President Harrington, dated December 8, 1976, requesting the Senate to appoint an ad hoc committee to consider nominations for Professor of the College, Distinguished Service Professor and Distinguished Teaching Professor (Faculty Code 2.16).

#### CURRICULUM PROPOSALS

- A. Undergraduate Curriculum Committee Proposals, pages 446 through 453.

MOTION NO. 1547: Charles Hawkins moved, seconded by Blaine Wilson, that the Senate approve the Undergraduate Curriculum Proposals on pages 446, 447; on page 448 approve only the Drama and History Course Additions; and approve all of pages 452 and 453. Passed with a unanimous voice vote.

MOTION NO. 1548: Duncan McQuarrie moved, seconded by Betty Hileman, that the Senate approve the Undergraduate Curriculum Proposals, Technology and Industrial Ed Program Initiation, Manufacturing Technology Major, on page 448, and all of the proposals on pages 449, 450 and 451. Passed by a majority voice vote and one abstention.

- B. Graduate Curriculum Committee Proposals, page 79.

MOTION NO. 1549: Warren Street moved, seconded by Duncan McQuarrie, that the Senate approve the Graduate Curriculum Committee Proposals on page 79. Passed with a unanimous voice vote.

#### REPORTS

- A. Chairman--Mr. Habib reported he, President Brooks, Vice President Harrington, Vice President Jones and John Purcell met with Governor-elect Ray's staff in Olympia on December 13. He mentioned that the administration's presentation was excellent and he was very favorably impressed.

Vice President Harrington and Larry Helms will be attending the next Senate meeting on January 19 to discuss the philosophy and operation of off-campus programs, so that the faculty can fully understand them. The floor will be opened for questions and discussion and all of the faculty will be notified so they may attend if they choose. The purpose of this is to acquaint faculty with the program as there will be a need for a great deal of faculty cooperation in off-campus programs during spring quarter.

- B. Executive Committee--Vice Chairman Keith reported that Dean Guy, after requesting the Senate to appoint an ad hoc committee to serve as a review committee for students who want to challenge their records, has discovered that by Washington Administrative Code it will not be necessary to have that committee after all.

In response to Vice President Harrington's request to appoint an Ad Hoc Committee to consider nominations for Professor of the College, Distinguished Service Professor and Distinguished Teaching Professor (Faculty Code 2.16), the Executive Committee has contacted six people who are willing to serve. They are: Larry Lowther, Robert Gaines, Bill Floyd, Bruce Teets, Don Cocheba, and Victor Marx.

MOTION NO. 1550: The Executive Committee moved for ratification of the appointment of Larry Lowther, Robert Gaines, Bill Floyd, Bruce Teets, Don Cocheba and Victor Marx to serve as members on the Ad Hoc Committee to Consider Nominations for Professor of the College, Distinguished Service Professor and Distinguished Teaching Professor. Passed by a unanimous voice vote.

C. Standing Committees--

1. Academic Affairs Committee--No report.
2. Budget Committee--Chairman Gordon Warren reported a draft of a proposed step scale for faculty has been received along with the rationale for it. Most of the committee members are not in favor of it for a number of reasons. The colleges and universities may decide to negotiate separately. The CFR Task Force is in the final stages of putting forth a new step scale. Also, the seven state comparison should be available to the Budget Committee sometime within the next week or so.

Chairman Habib commented he asked the President to obtain an Attorney General's opinion of whether the CFR can be funded for travel using State funds. The reply was it is permissible and President Brooks has funded mileage plus per diem for the CFR and the Task Forces.

3. Code Committee--No report.

Mr. Habib pointed out that copies of the proposed revisions to the Faculty Code of Personnel Policy and Procedure, which are being submitted by President Brooks to the Board of Trustees, have been distributed at this meeting to the Senators. Chairman Habib suggested the Senators review these revisions. The Code Committee met after the Senate meeting adjourned to discuss the study of these revisions.

4. Curriculum Committee--The report to be discussed under New Business.
5. Senate Personnel Committee--The report to be discussed under New Business.
6. Student Affairs Committee--No report.

OLD BUSINESS

- A. Consideration of University status for CWSC--Jimmie Applegate presented a position paper by President Brooks as to the many reasons why Central Washington State College should be renamed Central Washington University. He summarized background information and described the advantages of the name change.

MOTION NO. 1551: The Senate Executive Committee moved the Central Washington State College Faculty Senate endorse and support the university title for Central Washington State College and urge the Council for Postsecondary Education and the Washington State Legislature to approve of the name change. Passed by a unanimous voice vote.

NEW BUSINESS

- A. Consideration of recommendations from the Senate Curriculum Committee--Chairman Warren Street discussed the Curriculum Committee Report of November 29, 1976, which was distributed to Senators previously. The Curriculum Committee recommended three matters be presented to the Senate:

- 1) Whether CWSC should accept, reject, or conditionally accept credits granted by other accredited institutions for the completion of United Pacific Institute experiences.

MOTION NO. 1552: The Senate Curriculum Committee moved that the College deny the transfer of credits earned by participation in the program of the United Pacific Institute, even though the programs may be sponsored by an accredited college.

There was considerable discussion on the motion.

MOTION NO. 1553: Mr. Mitchell moved for the question, seconded by Mr. Keith. Passed by a unanimous voice vote.

Motion No. 1552 passed by a unanimous voice vote.

2) Implementation of special topics policy:

The Committee discussed the date when the "twice in two years" limitation should apply to special topics courses. Because class schedules for Winter and Spring are in the publication and planning stages, the Committee recommended the following motion be approved by the Senate:

MOTION NO. 1554: The Senate Curriculum Committee moved that the new policy shall apply to Special Topics courses which are approved for first instruction in Fall quarter, 1977. The new policy shall not retroactively affect previously-approved Special Topics courses. Passed by a unanimous voice vote.

3) Policy on implementation: While the Senate's curriculum acts define curriculum policy for the College, those who are affected must be given a reasonable amount of time in which to make adjustments necessary for conformity to a new policy.

MOTION NO. 1555: The Senate Curriculum Committee moved that policies be implemented no sooner than their publication in the Faculty Senate minutes and no later than when they are published in the public curriculum document appropriate to that policy. Examples of such documents are the quarterly class schedule, "add-delete" sheet, yearly college catalog, and curriculum Guide. Publications shall reflect policy changes at the earliest opportunity. Policy changes shall not be applied retroactively. Passed by a unanimous voice vote.

B. Consideration of recommendations from the Senate Personnel Committee.

George Fadenrecht presented the Committee report, which was distributed previously to the Senate. The Committee was asked to consider the Senate Personnel Committee's role in determining eligibility for promotion. After considerable discussion, this year's Committee suggested an addition to this policy.

MOTION NO. 1556: The Personnel Committee moved that the June 3, 1976 policy statement regarding eligibility for promotion exceptions be amended by adding Item F which will read:

F. A person having been eligible under the Code in effect at the time of his appointment shall be considered eligible for promotion.

Rationale: Since in fact, at least one individual has been made eligible for this reason, a precedent has been established. More importantly, however, the Code can be looked at as a contract between the employer (the College) and the employee (the faculty member). Thus, the rules of eligibility should not change from the initial contract unless agreed to by all parties to the contract.

Motion No. 1556 was defeated by a majority nay vote.

MOTION NO. 1557: Duncan McQuarrie moved, seconded by Art Keith, that the Item be referred to the Code Committee for their consideration. Passed by a unanimous voice vote.

ADJOURNMENT

The meeting adjourned at 4:50 p.m.

FACULTY SENATE MEETING OF

Jan. 5

ROLL CALL

<u>SENATOR</u>	<u>ALTERNATE</u>
<input checked="" type="checkbox"/> Adams, Kathleen	Clayton Denman
<input checked="" type="checkbox"/> Allen, Craig	--
<input checked="" type="checkbox"/> Address, Joel	Cal Willberg
<input checked="" type="checkbox"/> <del>Bachrach, Jay</del>	<del>Chester Keller</del>
<input checked="" type="checkbox"/> Brooks, James	Ed Harrington
<input checked="" type="checkbox"/> Burt, David	<del>Richard Johnson</del>
<input checked="" type="checkbox"/> Carlson, Frank	Glenn Madsen
<input checked="" type="checkbox"/> Dickson, Rosella	<del>Margaret Lawrence</del> <i>Umani Mwandishi</i>
<input checked="" type="checkbox"/> Douce', Pearl	Woodrow Monte
<input checked="" type="checkbox"/> Dugmore, Owen	Robert Nuzum
<input checked="" type="checkbox"/> Dunnington, Hazel	<del>Jim Goodrich</del>
<input checked="" type="checkbox"/> Envick, Robert	Ron Hales
<input checked="" type="checkbox"/> Fadenrecht, George	William Schmidt
<input checked="" type="checkbox"/> Franz, Wolfgang	<del>Charles Brunner</del> <i>Jay Forsyth</i>
<input checked="" type="checkbox"/> Gulezian, Allen	<del>Jay Forsyth</del> <i>Larry Dossion</i>
<input checked="" type="checkbox"/> Gregor, John	Bill Hillar
<input checked="" type="checkbox"/> Habib, Helmi	Don Dietrich
<input checked="" type="checkbox"/> Hawkins, Charles	David Kaufman
<input checked="" type="checkbox"/> Hileman, Betty	Deloris Johns
<input checked="" type="checkbox"/> Jensen, Richard	Bonalyne Bricker Smith
<input checked="" type="checkbox"/> King, Corwin	Roger Garrett
<input checked="" type="checkbox"/> <del>Kingman, Kathy</del>	--
<input checked="" type="checkbox"/> Keith, Art	George Grossman
<input checked="" type="checkbox"/> Kollmeyer, Louis	Margaret Sahlstrand
<input checked="" type="checkbox"/> Lester, Nancy	<input checked="" type="checkbox"/> Dieter Rombo
<input checked="" type="checkbox"/> Mahajandi, Usha	Robert Yee
<input checked="" type="checkbox"/> McQuarrie, Duncan	Max Zwanziger
<input checked="" type="checkbox"/> Mitchell, Robert	--
<input checked="" type="checkbox"/> Osborn, Dolores	<input checked="" type="checkbox"/> Blaine Wilson
<input checked="" type="checkbox"/> Porter, Larry	Richard Doi
<input checked="" type="checkbox"/> Ross, Russell	Karl Zink
<input checked="" type="checkbox"/> Samuelson, Dale	Richard Gray
<input checked="" type="checkbox"/> Smith, Milo	E. Dee Torrey
<input checked="" type="checkbox"/> Street, Warren	Phil Tolin
<input checked="" type="checkbox"/> Utzinger, John	Chester Keller
<input checked="" type="checkbox"/> Vifian, John	Keith Rinehart
<input checked="" type="checkbox"/> Vogel, Ruth	ASC
<input checked="" type="checkbox"/> Warren, Gordon	James Brennan
<input checked="" type="checkbox"/> Wiberg, Curt	Thomas Thelen
<input checked="" type="checkbox"/> Young, Madge	<del>Joe Schomer</del> Neil Roberts



A G E N D A

FACULTY SENATE MEETING  
3:10 p.m., Wednesday, January 5, 1977  
Faculty Development Center  
Bouillon Building

- I. ROLL CALL
- II. CHANGES TO AGENDA
- III. APPROVAL OF MINUTES OF December 1, 1976
- IV. COMMUNICATIONS
- V. CURRICULUM PROPOSALS
  - A. Undergraduate Curriculum Proposals,  
pages 446 through 453
  - B. Graduate Curriculum proposals, page 79
- VI. REPORTS
  - A. Chairman
  - B. Executive Committee
  - C. Standing Committees
    1. Academic Affairs
    2. Budget Committee
    3. Code Committee
    4. Curriculum
    5. Personnel
    6. Student Affairs
- VII. OLD BUSINESS
  - A. Consideration of University status for CWSC
- VIII. NEW BUSINESS
  - A. Consideration of recommendations from the  
Senate Curriculum Committee
  - B. Consideration of recommendations from the  
Senate Personnel Committee
- IX. ADJOURNMENT

CENTRAL WASHINGTON STATE COLLEGE

ELLENSBURG, WASHINGTON  
98926

RECEIVED  
DEC 9 1976  
FACULTY SENATE

December 8, 1976

Dr. Helmi S. Habib  
Chairman, Faculty Senate  
CWSC, Campus

Dear Dr. Habib:

We will need an ad hoc committee to consider nominations for Professor of the College, Distinguished Service Professor and Distinguished Teaching Professor (Faculty Code 2.16).

May I ask that you arrange to have such a committee appointed by the Faculty Senate? Nominations for these appointments are due by January 14, 1977, so we will need the committee named prior to that date.

Thank you for your cooperation in this matter.

Sincerely,



Edward J. Harrington  
Vice President for Academic Affairs

jm

cc: Dr. Brooks  
Vice President's Advisory Council



To: Executive Committee, Faculty Senate  
From: Warren Street, Chair, Curriculum Committee  
Re: Curriculum Committee Recommendations  
Date: Nov. 29, 1976

cc: C. Wiberg  
M. Young  
F. LeRoy  
F. Kovos  
E. Harrington  
D. Schliesman

Your Curriculum Committee recommends that three matters be presented to the Senate at its next meeting:

1. **United Pacific Institute (UPI):** The Committee reviewed relevant correspondence from the files of R. Frye and held a telephone conversation with a Yakima school counselor who had attended the first meeting of a UPI course offered during the week of Nov. 14, 1976. The question put before the Committee was whether CWSC should accept, reject, or conditionally accept credits granted by other accredited institutions for the completion of UPI experiences. There are persuasive arguments for acceptance and for rejection of the three credits granted by Seattle Pacific College for the UPI experience.

It was felt that three considerations dictated the rejection of these credits:

- a. The number of class hours is below our guidelines for 3 credits. The Yakima UPI meetings totaled 20 hours. Our guidelines would require 60 hours for 3 credits of workshop-practicum coursework. Other UPI course descriptions show 21 and 22½ hours of meetings. There is no textbook and one outside assignment, a paper describing your applications of the course material.
- b. UPI describes itself as a "corporation dedicated to human fulfillment." It offers its clients techniques in "raising self-esteem, developing new awareness, and increasing personal effectiveness." These goals and techniques are shared by such other elements of the human potential movement as Transcendental Meditation, Esalen Seminars Training, Dianetics, Dale Carnegie courses, and various pseudotherapies and religions. All stress the importance of belief and positive attitude for self-fulfillment. A college conventionally stresses the importance of knowledge. The UPI experience does not appear to be compatible with the premises of collegiate study, although UPI and other human potential regimens may be extremely satisfying to the individual participant and may, indeed, make him a more productive person as a result. The college should not attempt to assign credits to these various human potential experiences.
- c. There does not appear to be anything akin to the UPI experience in our current curriculum. The college's policy is "Courses which do not appear to correspond with offerings at the College are ordinarily not granted transfer credit (1976-77 Catalog, p. 22)."

Therefore, the Committee recommends the motion that the College deny the transfer of credits earned by participation in the program of the United Pacific Institute, even though the program may be sponsored by an accredited college.

2. Implementation of special topics policy:

In response to an inquiry from Dean Schlickeisen, the Committee discussed the date when the "twice in two years" limitation should apply to special topics courses. Because class schedules for Winter and Spring are in the publication and planning stages, the Committee recommends the motion that the new policy shall apply to Special Topics courses which are approved for first instruction in Fall quarter, 1977. The new policy shall not retroactively affect previously-approved Special Topics courses.

3. Policy on implementation: While the Senate's curriculum acts define curriculum policy for the College, those who are affected must be given a reasonable amount of time in which to make adjustments necessary for conformity to a new policy. The committee recommends the motion that policies be implemented no sooner than their publication in the Faculty Senate minutes and no later than when they are published in the public curriculum document appropriate to that policy. Examples of such documents are the quarterly class schedule, "add-delete" sheet, yearly college catalog, and curriculum Guide. Publications shall reflect policy changes at the earliest opportunity. Policy changes shall not be applied retroactively.

As an example of this practice, we cite the Special Topics policy case, above. Fall would be the earliest practical implementation date, since Winter and Spring quarterly schedules are now being prepared and include Special Topics offerings approved for first instruction in those quarters. The publication of the Fall class schedule is probably the first that could be planned in accordance with the new policy.

TO: Senate Executive Board

FROM: Dolores Osborn, Chairman--Senate Personnel Committee

SUBJECT: POLICY ON ELIGIBILITY FOR PROMOTION

DATE: December 6, 1976

The Senate Personnel Committee was asked to consider the Committee's role in determining eligibility for promotion. During the past academic year, the Senate voted on and passed certain policy procedures to be used when considering requests for eligibility. After considerable discussion, this year's Committee has come up with a suggested addition to this policy. Perhaps a Code change needs to be requested. However, since the Personnel Committee will be faced with making decisions about eligibility before any Code change could possibly be made, we should like to see the Senate go on record as approving the idea presented below.

The Personnel Committee moves that the June 3, 1976, policy statement regarding eligibility for promotion exceptions be amended by adding item F which will read:

- F. A person having been eligible under the code in effect at the time of his appointment shall be considered eligible for promotion.

Rationale:

Since in fact, at least one individual has been made eligible for this reason, a precedent has been established. More importantly, however, the Code can be looked at as a contract between the employer (the College) and the employee (the faculty member). Thus, the rules of eligibility should not change from the initial contract unless agreed to by all parties to the contract.

December 6, 1976

Dr. Helmi Habib, Chairman  
Faculty Senate  
Central Washington State College  
Campus

RECEIVED


DEC 7 1976

FACULTY SENATE

Dear Helmi:

I hope the attached position paper will assist the Senate in its deliberations. As we talked, I will briefly discuss the paper and attempt to answer any questions.

Sincerely yours,



Jimmie R. Applegate  
Special Assistant to  
the President

bd

Enc.

Central Washington State University: A Position Paper  
by  
James E. Brooks, President

There are many reasons why Central Washington State College should be renamed Central Washington University. Several are included in the body of this report which is organized as follows: The first section is a presentation of background information including activities by students, President Brooks, all college activities and faculty activities; the remainder is a description of advantages of the name change.

Background

The momentum for the state's three older colleges to become universities was effectively stalled when the Council for Post-secondary Education split over the recommendations of its staff and voted 4-4 on the recommendation to rename. Support for a favorable vote came from C.P.E. staff, students, faculty senates, faculty members, and college administrations.

Council for Postsecondary Education Staff Support. William Chance, C.P.E. Director, favorably summarized the arguments by the staff recommending a name change in an October 21, 1974, memorandum to the C.P.E.

Central Student Support. Catherine McLeod, a Central student, wrote Representative Peggy Maxie, Chair, House Education Committee, supporting the name change on March 18, 1975.

Faculty Senate Support. The two most recent Senate chairmen, Dr. Duncan McQuarrie and Dr. David Lygre, wrote letters of support on March 18, 1975, and January 9, 1976.

President Brooks actively has supported the name change on countless occasions both orally and in writing. He has worked through the C.P.E. and the legislature, the Council of Presidents, and privately with special interest groups.

Student activities, college activities and faculty activities all have contributed to strengthen our position.

#### Student Activities

Miles Allen has been appointed legislative liaison by the B.O.C. to manage their university campaign efforts. An article in the December 2, 1976, Crier reported that the Board of Control will conduct a poster campaign to inform students of the advantages of the university title. Each of you received a letter enlisting your support from Miles Allen and Stuart McMullin at a recent Senate meeting. In addition, the students plan a petition effort during Winter quarter to obtain signatures supporting the change.

#### College Activities

The college reorganization with two vice presidents (academic and business), four all-college deans (graduate, undergraduate, library, and student development), and five school deans resulted in an arrangement which is traditionally that of a university. Quality faculty have been recruited nationally and internationally. 75.2% of the faculty have terminal degrees (91.2% and 85.4% have

doctorates in the Schools of Natural Science and Mathematics and Social and Behavioral Sciences respectively) from 96 different colleges and universities. Research funds received by the college have more than doubled since 1972.

#### Faculty Activities

Central's degree and course offerings have increased to the point where we now offer three undergraduate degrees (B.A., B.A. Ed., B.S.) with 83 areas of specialization. We offer four graduate degrees (M.A., M.A. Ed., M.S., M.F.A.) with 37 areas of specialization. Our special programs and the quality of our faculty have received local, state, national and international recognition.

#### Additional Reasons Supporting the Name Change

In six of the seven states used for salary comparison purposes by Washington, the counterpart institutions to Washington's state colleges are described as universities. More than one half (185 of 320) of the institutions belonging to the American Association of State College and Universities (AASCU) have the university title. Most of these schools have an educational history much like Central's; i.e., normal school, college of education, state college. Central meets or exceeds the criteria used in 1972 in California for determining eligibility for the university title. Many private schools use the university title in Washington including one which just made the change in November, 1976. All institutions in Canada that offer graduate work are titled university. And finally, staff reports to the C.P.E. recommend that the names of Washington's three older state colleges be changed "in accord with discernable

trends apparent in American higher education" (underline added).

### Advantages

A change in the title of an institution of higher education has advantages for students and faculty, the institution, the community and the state. Although each of these are inextricably linked, advantages for each area are discussed separately.

### Advantages to Students

The prestige accompanying the university title affects the employment opportunities of graduates. On-campus recruitment would increase and Central graduates would experience additional employment opportunities. Universities also attract quality graduate students. As the quality of students in Central's graduate programs increase, within budgetary limitations the quality of the teaching faculty and support facilities would increase. The library, for example, would increase emphasis on research and regional service functions. Students and faculty would then find additional research needs met locally.

### Advantages to Faculty

One of the immediate and tangible advantages to faculty would be in the areas of grants and contracts. Proposals submitted by faculty members at universities receive unconscious advantage over proposals submitted by the faculties at state colleges. As more grants and contracts are received, opportunities for students to become actively involved as learners and as researchers in ongoing projects increase. In addition, quality faculty members are



attracted to universities. As faculty members experience new professional associations, they are renewed and stimulated. At the same time, many faculty would find the prestige of being associated with a university a positive influence on their morale. Students, again, are the direct beneficiaries of faculty self-improvement and positive faculty morale.

#### Advantages to the Institution

Large numbers of highly qualified faculty members automatically exclude state colleges as potential employers. The university title would enlarge the applicant pool for vacancies in crucial areas where the competition for faculty is intense. Highly qualified faculty also tend to remain longer at universities, thus providing program continuity for students. The mystique of the university title also has a direct influence on student recruitment. Since the quality of the faculty increases with the quality of the students, the image and the reputation of the institution are enhanced.

#### Advantages to the Community

The primary advantage to the community of a change in name from state college to university is the community's proximity to a university. A wide range of academic, athletic and cultural programs would be offered by a university and would be available to the local community. Businesses compatible with the environment and with university programs tend to locate near prospering universities. And finally, the local community receives economic benefits in direct proportion to the numbers of students, faculty, and staff attracted to an institution.

### Advantages to the State

Since the State of Washington views the education of its citizens as a major area of responsibility, the recruitment and maintenance of quality faculties at state institutions of higher education is important. Granting state colleges the university title would attract increasing numbers of high quality faculty and students to those institutions. Roles and missions statements, which recognize the growth and quality of faculty and students would be developed to enhance the strengths of individual institutions. Central, for example, would continue to accept transfer students from all of the state's community college system as we develop increasingly more sophisticated programs to cap the students' community college experiences. We would continue to emphasize teaching as we develop a solid liberal arts base for our vocational programs. Over-enrollments at the two state universities would be modified as students desiring to enroll at a university would seek admittance to the state's "regional universities." Students completing work at Clark College and Olympic College, where the word "community" had been dropped from their titles, would see immediately the distinction between Central Washington State University and their institutions.

### Conclusion

Washington's state colleges have reached a size and complexity to warrant changing their names to universities. The advantages of such a name change already have been realized by institutions throughout the country which have been granted the university title.

It must be emphasized that the university designation does not imply a desire to change functions or to proliferate professional schools. It is simply a desire on the part of the colleges to meet today's challenges by having names which reflect their existing organizations, programs, and service functions.

CENTRAL WASHINGTON STATE COLLEGE

December 29, 1976

To: Board of Trustees  
Faculty Senate

From: President James E. Brooks

Re: Proposed Revisions, Faculty Code of Personnel Policy and  
Procedure

I hereby submit proposed revisions to the Code in compliance with Section 0.10 A(7).

I wish to bring to your attention some questions which deserve consideration:

1. Reduction in Force Policy, pages 66-72, Section 3.78.  
(see comments in the proposal for change)
2. Quarterly Scholarship Leave, page 43, Section 2.97;  
Professor of the College, etc., page 25, Section 2.16.  
Faculty members are applying for this special leave and these designations at this time; procedures should be established immediately to process such awards or these sections should be dropped from the Code.
3. Assignments for Additional Pay, page 53, Section 3.32 C.  
Given our extensive off campus program, is this section adequate to meet our needs?
4. Part time faculty are provided very few benefits under this Code. Indeed, they are excluded from most of its provisions (see Section 1.01). Shouldn't their status concern us?

cc: AVP Advisory Council  
Mr. Clarke  
Dr. Applegate

Proposed Changes in the  
Faculty Code of Personnel Policies and Procedures  
Revision Dated September 1, 1976

<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
8	1.06 A (1)	strike: should be careful...to add: <u>shall</u>
9	1.20 A (1)	strike: approve add: <u>take action regarding</u>
9	1.20 A (3)	strike: make recommendations to the President and other administrators and to the faculty concerning... add: <u>recommend to the President, other administrators and to the faculty....</u>
10	1.30 A (2) (b)	strike: more than three add: <u>three or more...</u>
12	1.60 A	strike: 3rd line from bottom the word, may add: <u>are to</u>
16	1.20 A (2)	Editorial change: rearrange 1-4 so that 4 becomes 1, 1 becomes 2, 2 becomes 3, and 3 becomes 4.
21	2.10 B	add: fifth line after expected <u>except in those specific job positions within the discipline where the doctorate is not normally considered the terminal degree, e.g., coaching</u>
23	2.12	The Faculty Senate should not consider exceptions to rank requirements. Instead, the Senate should concern itself with the rank requirements themselves as they appear in the Code and how they are observed by the appropriate administrators, the President and the Board of Trustees. The words, "the Faculty Senate" should be dropped from line two of paragraph 2.12 A.

PAGE

SECTION

CHANGE

23

2.12 (continued)

In operation to date, the Senate has appeared to approve all candidates for exception to rank requirements as a matter of principle or policy. In addition, apparently the Senate has approved one individual according to the rank requirements of a previous code.

5

2.16

A clearer separation needs to be made in Section 2.16 between those persons who excel in public service and those persons who excel in research. These two classes deserve to have more exclusive and more descriptive titles of distinction than is now afforded them by the Code. Below is a revised version of 2.16 which separates public service from research and gives instruction, public service and research the separate identities generally given in other sections of the Code and in many other college documents.

2.16 Professor of the College, Distinguished Service Professor, Distinguished Research Professor, and Distinguished Teaching Professor

- A. The Board of Trustees may designate as "Professor of the College", "Distinguished Service Professor", "Distinguished Research Professor" or "Distinguished Teaching Professor" an individual who holds the academic rank of Professor or Associate Professor. A faculty member designated as Professor of the College may relinquish full time teaching and/or administrative responsibilities after a period of outstanding service and assume reduced duties. The board will annually establish the salary of such a person in accordance with his assigned duties.
  
- B. The Distinguished Service Professorship, the Distinguished Research Professorship, and the Distinguished Teaching Profes-

sorship may be awarded to certain individuals for a minimum of one academic year. Such appointments carry a salary increase of at least \$1,000 for the academic year (or three quarters including summer). The awards are based on the recommendations of the appropriate dean or unit director, the Vice President for Academic Affairs and the President. These Professorships, being of an all-college nature, may have duties which include teaching, research or other special service assignments. On occasion, these professors may report directly to the Vice President for Academic Affairs, an appropriate dean or unit director, or the President.

- C. The Distinguished Teaching Professorship selection is based on the following standards:
  - (1) Demonstrated mastery of teaching techniques;
  - (2) Continuing scholarship in a field;
  - (3) Establishment of high standards for students and attempts to help students attain academic excellence;
  - (4) Willingness to serve as an academic advisor.
  
- D. The Distinguished Service Professorship selection is based on good teaching combined with outstanding performance in ~~research and/or~~ public service activities generally related to the college assignment.

<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
		E. <u>The Distinguished Research Professorship selection is based on good teaching combined with outstanding performance in research activities generally related to the college assignment and which generate new knowledge or synthesize existing information to result in original and improved interpretations.</u>
26	2.17 A	strike: e.g., alcoholism, thanatology, arrest, evidence
26	2.17 C	add: 3rd line from bottom after regular the word, <u>approved</u>
26	2.18 A (3) (b)	strike: that of a regular instructor add: <u>the salary of one holding the rank of Instructor</u>
31	2.30 A (6)	strike: last line the word, approval add: <u>their action</u>
31	2.38 A	strike: twenty (20) percent lower than the fifteen contact hours set by the college as an average add: <u>averaging twelve contact hours</u>
32	2.38 B (1) (a)	On page 32, Section 2.38B(1)(a), the matter of faculty loads is discussed in some detail. The next to the last paragraph in that section is inconsistent with paragraphs (iii) and (iv) in that same section. Paragraphs (iii) and (iv) speak very specifically to the matter of load point assignments for field experience, thesis, and individual study courses. Yet, the next to the last paragraph in the referenced section stipulates that load points for these three classes of assignments shall be "arranged by agreement between chairman, dean, and Academic Vice President. . ."  Paragraphs (iii) and (iv) should remain as they are but all of the parenthetical information in the next to the last paragraph in Section 2.38B(1)(a) should be removed entirely because such cases have already been treated previously.



<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
33	2.38 B (1) (d)	strike: assumes add: <u>requires</u>
35	2.42 B	add: in the next to the last line the words <u>physical plant</u> , between library and fiscal
43	2.95 A	add: <u>2.95 B: Salaries of faculty members on Professional Leave will be adjusted according to when step and/or scale adjustments are made in the salary schedule in their absence.</u>
43	2.97 A	add after 1st sentence: <u>Quarterly Scholarship Leave is intended only to provide assistance to those faculty desiring to retrain or upgrade their skills to benefit the college.</u>
43	2.97 B (2)	strike: B (2) (a) (b) (c) add: <u>The college expects the faculty member to request Scholarship Leave for the specific purpose of improving his service to Central Washington State College by beginning or continuing a program of retraining in a proposed or developing program area at the college.</u>
48	2.127 C	strike: adopted by the Board of Trustees (Contained in the Central Washington State College Policies and Procedures Manual) add: after Regulations the phrase, <u>published in the Central Washington State College Policies and Procedures Manual.</u>
49	3.03 A	add: last sentence <u>A simple majority of faculty members within the department may petition in writing to the appropriate dean for a review of the chairman's effectiveness at any time.</u>
51	3.21	strike: in the title the word Salaries. the entire second paragraph add: in the title the word, <u>Session</u>

<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
52	3.24 A	strike: Director of Summer Session add: <u>Assistant Vice President for Off Campus Programs</u>
52	3.24 A (3)	strike: Director of Summer Session add: <u>Assistant Vice President for Off Campus Programs</u>
52	3.27 A	strike: Director of Summer Session add: <u>Assistant Vice President for Off Campus Programs</u>
52	add a new section:	<u>3.28 Summer Salary</u> A. <u>Unless otherwise provided in this Code, the salaries for regular college faculty teaching full time in the summer session in addition to their regular academic contract year shall be 2/9th's of the salary for the previous academic contract year. A prorated amount shall be paid for teaching a partial load full session or a full load for a portion of the session.</u>
53	3.32 B	strike: the word, additional, both places it appears add: the word, <u>overload</u> , in place of the first additional
	Editorial change:	move the third sentence to the second sentence and the second sentence to the third.
55	3.48 A (2)	add: after the words full-time on a <u>regular appointment in their current assignment</u>
59-62	3.58 3.59	Proposed revision by Assistant Attorney General Owen F. Clarke, Jr. Explanation from Mr. Clarke: "Most of the problems I saw in reviewing the proposed changes to the Faculty Grievance Procedure had to do with wording rather than the substance of the policy. I felt that quite a lot of clarification and general tightening up of language was necessary. However, I have tried as much as possible to leave intact the substance of the ideas which the Faculty Committee is trying to get into the

PAGE

SECTION

CHANGE

59-62

3.58

3.59 (continued)

policy. I have suggested a few substantive changes where I think the policy could get into trouble as presently proposed. These include elimination of the provision that the Faculty Grievance Committee can decide at any time to discontinue its review of a case, even after the review process has been started, and some other minor substantive changes concerning notices to the parties, challenges for cause, and other due process issues which I see in the policy. I have taken the liberty of preparing a redraft of the Grievance Procedure in legislative format, striking out language which I feel should be deleted and underlining language which I would propose to be inserted in its place."

3.58 Grievance Procedure

- A. The grievance procedure hereinafter described is open to any all faculty members, including part-time teaching faculty and adjunct professors, who feels aggrieved in any matter relating to their terms-and-conditions of employment. The Faculty Grievance Committee may accept a petition for review from a group of faculty members when substantially similar or identical complaints are made.
- B. The following steps shall constitute the grievance procedure:
  - (1) Prior to petitioning the Faculty Grievance Committee for a hearing the aggrieved faculty member or, in the case of a group complaint, representatives chosen by the group, will discuss his the grievance with the dean or member of the college administration having direct responsibility for the area of concern to the grievant, and both parties shall make a good faith effort to settle the grievance. approp administrative-officers-looking toward-a-mutual-settlement

PAGE            SECTION            CHANGE

59-62

3.58  
3.59 (continued)

- (2) If no mutually acceptable resolution of the grievance can be reached through discussion with the appropriate dean or college administrator, the aggrieved faculty member or group his grievance is not redressed, he may petition the Faculty Grievance Committee for review. The petition shall set forth in writing and in reasonable detail the nature of the grievance, and shall state against whom the complaint is directed, and the relief sought. The petition may shall contain any information factual-or-other data which the petitioner deems pertinent to the his case. The petition may be revised or withdrawn by the petitioner at any time prior to the Committee's decision on whether or not to hold an informal hearing, but and thereafter, only with the permission by-leave of the Committee.
- (3) The Faculty Grievance Committee will investigate the grievance and attempt to resolve the issue. If, in the opinion of the Faculty Grievance Committee following an investigation, a settlement is not neither possible, nor appropriate, the Committee shall have-the-right to decide whether or not the facts merit an informal hearing. The Committee's This-preliminary decision of cause or no cause for an informal hearing further action shall be issued in writing within fourteen days of the filing of the petition. unless If a regular academic session is scheduled to has ended before the expiration of such time, the Committee shall

PAGE                      SECTION                      CHANGE

59-62                      3.58  
                                 3.59 (continued)

have fourteen days commencing with the first day of the next succeeding academic session to issue its decision.

- (4) In the event the Committee decides to hold an informal hearing, the procedures set forth in Section 3.59 ~~{Procedures for-Informal-Review}~~ will apply.
- (5) The Faculty Grievance Committee shall have the power to determine whether an the action or decision of any the appropriate faculty body, faculty member or administrator college official complained of by the petitioner was the result of adequate consideration of all of the relevant facts and circumstances in terms of the policies, relevant standards, procedures, and academic interests and current circumstances of the college.
- (6) The Committee shall issue a written opinion embodying its findings judgment and recommendations in any matter which comes before it. The opinion will be presented to the parties, the President of the College, (or the Chairman of the Board of Trustees in the event the President is a party to the grievance) and to the Chairman of the Faculty Senate. It may be circulated more widely if in the judgment of the Committee a matter of college-wide policy is involved.
- (7) All decisions of the Faculty Grievance Committee, including the decision whether to grant an informal hearing, shall be by a majority vote of all the members of the Committee.

<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
59-62	3.59 (Continued)	3.59 Procedures for Informal <u>Hearings</u> Reviews: General
		A. (1) <u>In the event Should the Faculty Grievance Committee decides to conduct an informal hearing, review,</u> the chairman <del>of the committee</del> shall notify <u>the parties as soon as possible after the Committee's decision. The notice shall state the date, time and place of the hearing and shall include a copy of the petition filed with the Committee. The informal hearing shall be held not less than ten days from the mailing of the notice of the hearing to the parties, unless all of the parties with the consent of the chairman of the Committee, agree to shorten the time to less than ten days. the grievant or grievants on the day of the committee's decision. The chairman of the committee shall set a date for the review, such date to allow not less than ten days notice to the parties of the date, time and place of the review.</u>
		(2) The Faculty Grievance Committee may rule at any time <u>prior to commencement of the hearing that it is unnecessary to hold an informal hearing. or impossible to continue the informal review.</u>
		(3) The informal hearing <u>review shall be conducted as expeditiously and as continuously as possible and on successive days if possible.</u>
		(4) The <u>parties to the dispute and any others grievant and any other parties</u> the Committee deems necessary <u>to for</u> the review shall make <u>himself or themselves available to appear at the hearing once the review begins unless he or they can verify to the Faculty Grievance Committee that their absence is absolutely necessary unavoidable.</u>

PAGE

SECTION

CHANGE

(5) A member of the Faculty Grievance Committee shall remove himself from the case if he deems himself biased or has a personal interest in its outcome. ~~disqualified-for-bias or-interest-~~ Faculty Grievance Committee members who are members of the same department as the grievant or grievants shall not serve at the hearing. Each party shall have the privilege of one challenge without stated cause and unlimited challenges for stated bias or interest. In the case of a challenge for stated bias or interest, a majority of the Committee members must be satisfied that a challenged member cannot hear the issue impartially before the member can be disqualified.

(6) In informal reviews, the grievant faculty-member shall be permitted to have with him a Central-Washington State-College faculty member of his own choosing to act as advisor and counsel. The faculty member must be selected from those covered in Section 1.01 of this Code. ~~provided that-such-faculty-member-is-not-a member-of-any-bar-of-the-United States-~~

(7) Any legal opinion or interpretation given to the Faculty Grievance Committee may ~~shall~~ be shared with all parties to the case.

(8) Informal hearings reviews will be closed to all except those personnel directly involved. All statements, testimony, and all other evidence given at the informal hearing shall be confidential and-shall not-be-subject-to-disclosure-or discovery and shall not be released to anyone. ~~including-the-parties involved-~~ Such statements, testimony and evidence may not be used to question the veracity of any party to the case without permission of the person who divulged the information.

<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
59-62	3.59 (continued)	<p>(9) The Faculty Grievance Committee shall file its findings and <u>recom- mendations with the President of the College within five working days after the conclusion of the informal hearing. review.</u> There shall be no review <u>by</u> before the Faculty Senate.</p> <p>(10) Within five working days of the receipt of the <u>findings and recom- mendations opinion</u> of the Faculty Grievance Committee, the President or his designee shall inform all <u>principals parties</u> to the case, <u>the Chairman of the Faculty Grievance Committee and the Faculty Senate Chairman in writing</u> of his decision. This action of the President or his designee shall constitute notice of the final decision in the <u>informal hearing review</u> procedure.</p> <p>(11) If the faculty member disagrees with the <u>final decision in the informal hearing review procedure,</u> <del>President or his designee, and/or the Faculty Grievance Committee</del> he may then request a formal hearing <del>on the matter</del> by directing a <u>written request for a such hearing to the chairman of the Board of Trustees within thirty days after written notice of the final decision in the informal review procedure has been given by the President or his designee. concerning the informal hearing.</u> <u>If Should a formal hearing is not be granted, the faculty member an aggrieved party</u> may then petition the superior court for <u>judicial review</u> pursuant to RCW 28B.19.150.</p>
56	3.48 A (3)	add: after the words full-time employment, <u>on a regular assignment</u>
57	3.51 A	strike: (normally in spring quarter) add: <u>during spring quarter</u>



<u>PAGE</u>	<u>SECTION</u>	<u>CHANGE</u>
57	3.54 A	add: after request in the 4th from the bottom line, <u>the Board of Trustees through the appropriate chairman, dean, the Vice President for Academic Affairs and the President....</u>
57	3.54 B	add: after request in the 3rd line <u>the Board of Trustees through the appropriate chairman, dean, the Vice President for Academic Affairs and the President....</u>
59	3.56 B	strike: entire last sentence  add: <u>The Vice President for Academic Affairs or the President shall mail to the faculty member so charged a copy of the charges within five working days of their receipt.</u>
66-72	3.78	Reduction in Force Policy. This policy appears to be eminently fair and quite well drafted. Only very minor language changes are proposed which are nonsubstantive in nature. However, it is evident that this policy might be almost unworkable as an instrument for effectively bringing about faculty reductions in a time of financial crisis or a period of forced reduction due to legislative mandate (if a recent instructional staffing proposal by the Council for Postsecondary Education is accepted by the legislature, Central could lose 20-30 faculty positions). Because of the many steps involved in arriving at a final reduction in force plan, followed by a right to review by the Faculty Grievance Committee and the Board of Trustees, and then a three to twelve months notice period before termination, it could take anywhere from twelve to eighteen months or more to accomplish a reduction in force. This estimate does not even take into consideration court appeals after the many administrative reviews to which the affected faculty members are entitled have been exhausted. In view of this, the policy should be carefully reviewed as to its practical application and modified if necessary.

67 3.78 E

First two paragraphs:

E. Should a reduction-in-force be required, the Vice President for Academic Affairs shall be responsible for recommending directly to the President and the Board of Trustees all reduction-in-force that amounts to ten (10) or less full-time equivalent faculty positions. These ~~The ten (10)~~ positions shall be exclusive of vacancies normally occurring, e.g., retirement, resignation, non-renewal of contract, non-completion of contract, and one-year contracts not being renewed.

In the case of a ~~the~~ reduction-in-force of ~~for~~ ten (10) or fewer positions, the Vice President for Academic Affairs shall follow all procedures ~~policies~~ listed below except those contained in Section 3.78 E (1). If the reduction-in-force shall ~~must~~ exceed ten (10) positions, all procedures set forth in ~~Section 3.78 in the following section~~ shall be observed.

68 3.78 E (1)

Last paragraph:

The Vice President for Academic Affairs shall complete the plan and submit it to the President, the Faculty Senate and the college community. The Faculty Senate may hold hearings on the plan. The Vice President for Academic Affairs will set dealines for final recommendations on the plan. ~~decisions.~~ The President of the college shall review the final plan as submitted by the Vice President for Academic Affairs and submit copies to the Board of Trustees with his recommenda- tions.

69 3.78 E (2)

Last paragraph:

The Board of Trustees will approve all terminations necessary because of the ~~reduction-in-force~~ terminations. If, subsequent to the issuance of notices of termination to faculty members but prior to the effective date of those terminations, modified legislative mandates or appropriations or other factors make it no longer necessary to carry out some or all of the

69

3.78 E (2) (Continued)

terminations, the Vice President for Academic Affairs in consultation with the academic deans and the Faculty Senate Executive Committee will determine which previously reduced academic department or programs should be reallocated full-time equivalent faculty positions; individual faculty members who have previously been terminated from those academic departments or programs will then be offered re-employment starting with those individuals having the highest retention priority under the criteria set forth in Section 3.78 E (4) of this policy.

71

3.78 E (7)

add: to the last line in the first paragraph the words, after receipt of notification.

November 15, 1976  
CURRICULUM PROPOSALS APPROVED BY  
THE UNDERGRADUATE CURRICULUM COMMITTEE  
AND FORWARDED TO THE SENATE

PAGE 46

TECHNOLOGY AND INDUSTRIAL EDUCATION  
COURSE ADDITIONS

- T-IE 346. Building Materials and Construction Methods. 4 credits.  
Prerequisite, permission of instructor. Three lectures and two  
hours of laboratory per week.
- T-IE 347. Construction Planning and Control. 3 credits. Prerequisite,  
permission of instructor. Scheduling of materials, labor and  
equipment necessary in the proper operation of a construction  
project from preliminary site planning to final job inspection.
- T-IE 442. Building Service Systems. 4 credits. Prerequisite,  
permission of instructor. Mechanical and electrical systems  
used in buildings. Three lectures and two hours of laboratory  
per week.
- T-IE 443. Building Construction Estimating. 4 credits. Prerequisite,  
permission of instructor. Estimating and preparing material and  
labor quantity surveys from working drawings and specifications.  
Two lectures and four hours of laboratory per week.
- T-IE 444. Contracts, Codes, and Specifications. 4 credits.  
Prerequisite, permission of instructor. Restrictions, standards  
and requirements established by law governing the construction of  
buildings.

November 17, 1976

CURRICULUM PROPOSALS APPROVED BY  
THE UNDERGRADUATE COMMITTEE  
AND FORWARDED TO THE SENATE

2000 401

ART  
COURSE ADDITION

ART 415. Painters and Printmakers of Northern Europe. 4 credits.  
Prerequisite, ART 235 or 336 or permission of the instructor.  
Arts of Germany, Flanders and Holland, 15th Century-18th Century.

PHYSICAL EDUCATION  
COURSE ADDITION

PE 100.5. Ski Conditioning, 1 credit.

November 22, 1976

CURRICULUM PROPOSALS APPROVED BY  
THE UNDERGRADUATE CURRICULUM COMMITTEE  
AND FORWARDED TO THE SENATE

1700 468

## DRAMA

### COURSE ADDITIONS

DR 384. Puppetry. 4 credits. Survey of the puppetry principles and their application to the classroom, recreational facility and theater. Production techniques. Analysis of literature adaptable to theater form. Offered each Fall quarter. Students may not receive credit for both DR 384 and 483.

DR 484. Advanced Puppetry. 4 credits. Prerequisite, DR 384 or permission of instructor. Playwriting and production of puppet plays for adults and children, culminating in actual performance.

## HISTORY

### COURSE ADDITIONS

HIST 471. German History, 1815-1918. 5 credits. A political, diplomatic, socio-economic, and intellectual study of Germany from the end of the Napoleonic era through World War I. Emphasis on German unification and the socio-economic background to World War I. Not open to students with credit in HIST 477.

HIST 472. German History, 1918 to the Present. 5 credits. A political, socio-economic, and intellectual study of Germany with special attention to the causes, progress, and aftermath of the National Socialist state. Not open to students with credit in HIST 477.

## TECHNOLOGY AND INDUSTRIAL EDUCATION

### PROGRAM INITIATION

#### BACHELOR OF SCIENCE

#### MANUFACTURING TECHNOLOGY MAJOR

This major prepares graduates for occupations related to manufacturing. Job titles might read as follows: Tool Engineering, Manufacturing Engineering, Numerical Control Programming, Machine Planning, and Computer Assistant Machine Planning.

A working knowledge of industrial materials, processes, and products together with a strong business background will help the student have a better understanding of industry. Students selecting this major should have a basic background in industrial education, mathematics, chemistry and physics. In the absence of this background, the student may find it necessary to take one or more of the following: T-IE 145, 151; MATH 150, 163.1, 163.2; PHYS 211; or CHEM 111, 111.1.

CURRICULUM PROPOSALS APPROVED BY  
THE UNDERGRADUATE CURRICULUM COMMITTEE  
AND FORWARDED TO THE SENATETECHNOLOGY AND INDUSTRIAL EDUCATION  
PROGRAM INITIATION - BACHELOR OF SCIENCE - MANUFACTURING TECHNOLOGY MAJOR  
CONTINUED

	Credits
T-IE 165, Engineering Drawing 1	4
T-IE 210, Energy Sources and Power	3
T-IE 241, Production Wood Technology	4
T-IE 255, Metal Machining	4
T-IE 371, Basic Electricity	5
T-IE 351, Metallurgy	4
T-IE 355, Advanced Metal Machining	4
T-IE 357, Welding	4
T-IE 363, Machine Drafting Technology	4
T-IE 385, Industrial Design	3
SE 386, Occupational Safety and Health	3
T-IE 382, Basic Industrial Plastics	4
T-IE 410, Hydraulics/Pneumatics	4
T-IE 465, Descriptive Geometry	3
T-IE 490, Contracted Field Experience	12
ECON 101, Economics Issues	5
ACCT 301, Managerial Accounting Analysis	5
BSAD 335, Principles of Production	5
BSAD 380, Survey of Management	4
BSAD 336, Management Information Systems: Data and Technology	5
BSAD 343, Administrative and Managerial Practices	5
BSAD 435, Production Management	5
CPSC 140, Introduction to Administrative Information Systems	4
COM 345, Business and Professional Speaking	4
ENG 310, Technical Writing	3
	110

BACHELOR OF SCIENCE  
INDUSTRIAL SUPERVISION MAJOR

This major prepares graduates for occupations in business and industry. Job titles might read as follows: Personnel Director, Industrial Relations Manager, Planning, Training and Development Director, Director of Community Relations and Production Supervisor.

A working knowledge of industrial materials, processes, and products will help the student have a better understanding of industry. Students selecting this major should have a basic background in industrial education, mathematics, chemistry, and physics. In the absence of this background, the student may find it necessary to take one or more of the following: T-IE 151, 165; MATH 161, 163.1, 163.2; PHYS 211; or CHEM 111, 111.1.

TECHNOLOGY AND INDUSTRIAL EDUCATION  
PROGRAM INITIATION - BACHELOR OF SCIENCE - INDUSTRIAL SUPERVISION MAJOR  
CONTINUED

	Credits
T-IE 145, Machine Woodworking	4
T-IE 210, Energy Sources and Power	3
T-IE 255, Metal Machining	4
T-IE 265, Engineering Drawing II	4
T-IE 271, Basic Electricity	5
T-IE 257, Foundry	4
T-IE 363, Machine Drafting Technology	4
T-IE 374, Basic Electronics	4
T-IE 385, Industrial Design	3
S ED 386, Occupational Safety and Health	3
T-IE 391, Basic Industrial Plastics	4
T-IE 410, Hydraulics/Pneumatics	4
T-IE 490, Contracted Field Experience	10
BSAD 221, Introduction to Decision Sciences	5
BSAD 342, Labor Law	3
BSAD 379, Introduction to Industrial Relations	3
BSAD 380, Survey of Management	4
BSAD 381, Management of Human Resources	5
BSAD 479, Collective Bargaining	3
BSAD 488, Compensation Policy and Administration	3
BSAD 486, Personnel Problems and Resources	3
COM 345, Business and Professional Speaking	4
COM 375, Interviewing Principles and Techniques	4
ENG 310, Technical Writing	3
CPSC 177, Introduction to Computing	4
	<u>100</u>

Select 8 credits from one of the specified areas listed below:

T-IE 241, Production Wood Technology	4
T-IE 341, Furniture Construction	4
T-IE 353, Pattern Making	4
T-IE 441, Wood and Metal Finishing	3
T-IE 445, Residential Construction	5

**BACHELOR OF SCIENCE**  
**CONSTRUCTION MANAGEMENT TECHNOLOGY MAJOR**

This major prepares the graduate for employment in the construction industry in such areas as cost estimating, building inspection, project scheduling, and control; or in managing business matters related to construction.

This program provides a working knowledge of construction materials, techniques, process, and restrictions, united with a strong business background as related to the construction industry. Students selecting this major should have a basic background in industrial education, mathematics, chemistry and physics. In the absence of this background, the student may find it necessary to take one or more of the following: T-IE 145, 151, 165; MATH 161, 163.1, 163.2; PHYS 211; or CHEM 111, 111.1



TECHNOLOGY AND INDUSTRIAL EDUCATIONPROGRAM INITIATION - BACHELOR OF SCIENCE- CONSTRUCTION MANAGEMENT TECHNOLOGICAL  
MAJOR CONTINUED

	Credits
T-IE 165, Engineering Drawing I	4
T-IE 167, Plane Surveying	4
T-IE 271, Basic Electricity	5
T-IE 346, Building Materials and Construction Methods	4
T-IE 347, Construction Planning and Control	3
T-IE 385, Industrial Design	3
S ED 386, Occupational Safety and Health	3
T-IE 442, Building Service Systems	4
T-IE 443, Building Construction Estimating	4
T-IE 444, Contracts, Codes and Specifications	4
T-IE 445, Residential Construction	5
T-IE 465, Descriptive Geometry	3
T-IE 466, Architectural Drawing	4
T-IE 490, Contracted Field Experience	10
ACCT 251, Principles of Accounting I	5
ACCT 252, Principles of Accounting II	5
ACCT 305, Cost Accounting	5
BSAD 241, Business Law	5
BSAD 335, Principles of Production	5
BSAD 381, Management of Human Resources	5
ECON 201, Principles of Economics Micro	5
COM 345, Business and Professional Speaking	4
COM 375, Interviewing Principles and Techniques	4
ENG 310, Technical Writing	3
CPSC 177, Introduction to Computing	4
	<u>110</u>

BIOLOGICAL SCIENCES

BOTANY

COURSE ADDITION

BOT 315. Indoor Gardening. 2 credits. Prerequisite BISC 104 or permission. Basic information on culture, disease and pest control, propagation, and selection of a variety of plants. May be repeated for credit under different topics. May not be counted towards the Biology, Botany or Zoology major. A. Houseplants, B. Greenhouse Gardening.

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT

PROGRAM INITIATION

Bachelor of Arts  
Executive Secretary Major

The Executive Secretary major qualifies the student for positions as Executive Secretary, Administrative Assistant or Administrative Secretary in the public or private sector. This program should assist the individual in attaining the Certified Professional Secretary designation, which is administered by the National Secretaries Association (International).

Although the program has flexibility through "elective" advisement, additional breadth is recommended. The student may desire to accompany this major with a minor to provide a broader liberal arts background or obtain additional occupational information pertaining to the type of establishment, industry, etc., where employment will be secured.

One year of high school typewriting or its equivalent is a prerequisite to BSED 153. One year of high school shorthand or its equivalent is a prerequisite to BSED 163.

Students enrolled in the program are required to consult regularly with a faculty advisor.

Required:	Credits
BSED 163, Gregg Shorthand III	4
BSED 264, Gregg Shorthand IV	5
BSED 153, Typewriting III	2
BSED 255, Office Prac-Vocat Typewriting	3
BSED 275, Business Organization	3
BSED 321, Office Management	5
BSED 373, Reprographics	2
BSED 377, Automated Office Practices	4
BSED 385, Business Communications & Report Writing	5
BSED 392, Records Management	3
BSED 451, Office Supervisory Skills	3
BSAD 241, Business Law	5
BSAD 341, Advanced Business Law	5
ACCT 251, Principles of Accounting I	5
ECON 201, Principles of Economics Micro	5

REVISED: 12, 1974  
 CURRICULUM PROPOSALS APPROVED BY  
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 AND FORWARDED TO THE SENATE

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT  
PROGRAM INITIATION

Bachelor of Arts  
 Executive Secretary Major - continued

Credits

Electives by approval:

BSED 270, Operating Dictat & Transcrip Machines	...	2-4
BSED 271, Office Machines	...	3
BSED 471, Administrative Office Systems	...	5
ACCT 252, Principles of Accounting II	...	5
BSAD 221, Introduction to Decision Sciences	...	5
BSAD 370, Business Finance	...	5
BSAD 377, Risk and Insurance	...	5
BSAD 381, Management of Human Resources	...	5
BSAD 385, Organizational Theory	...	5
BSAD 389, Business and Society	...	3
BSAD 471, Business Management	...	3
BSAD 479, Collective Bargaining	...	5
ECON 202, Principles of Economics Macro	...	5
ECON 356, Government and Business	...	5
PSY 456, Personnel and Industrial Psychology	...	4
POSC 320, Public Administration	...	5
		35

BIOLOGICAL SCIENCES

BOTANY

COURSE ADDITION

BOT 315. Indoor Gardening. 2 credits. Prerequisite BISC 104 or permission. Basic information on culture, disease and pest control, propagation, and selection of a variety of plants. May be repeated for credit under different topics. May not be counted towards the Biology, Botany or Zoology major. A. Houseplants, B. Greenhouse Gardening.

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT

PROGRAM INITIATION

Bachelor of Arts  
Executive Secretary Major

The Executive Secretary major qualifies the student for positions as Executive Secretary, Administrative Assistant or Administrative Secretary in the public or private sector. This program should assist the individual in attaining the Certified Professional Secretary designation, which is administered by the National Secretaries Association (International).

Although the program has flexibility through "elective" advisement, additional breadth is recommended. The student may desire to accompany this major with a minor to provide a broader liberal arts background or obtain additional occupational information pertaining to the type of establishment, industry, etc., where employment will be secured.

One year of high school typewriting or its equivalent is a prerequisite to BSED 153. One year of high school shorthand or its equivalent is a prerequisite to BSED 163.

Students enrolled in the program are required to consult regularly with a faculty advisor.

Required:	Credits
BSED 163, Gregg Shorthand III	4
BSED 264, Gregg Shorthand IV	5
BSED 153, Typewriting III	2
BSED 255, Office Prac-Vocat Typewriting	3
BSED 275, Business Organization	3
BSED 371, Office Management	5
BSED 373, Reprographics	2
BSED 377, Automated Office Practices	4
BSED 385, Business Communications & Report Writing	5
BSED 392, Records Management	3
BSED 451, Office Supervisory Skills	3
BSAD 241, Business Law	5
BSAD 341, Advanced Business Law	5
ACCT 251, Principles of Accounting I	5
ECON 201, Principles of Economics Micro	5

NOVEMBER 24, 1974  
CURRICULUM PROPOSALS PREPARED BY  
THE UNDERGRADUATE CURRICULUM COMMITTEE  
AND FORWARDED TO THE SENATE

1974-1975

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT  
PROGRAM INITIATION

Bachelor of Arts  
Executive Secretary Major - continued

Credits

Electives by approval:

BSED 270, Operating Dictat & Transcrip Machines	...	2-4
BSED 271, Office Machines	...	3
BSED 471, Administrative Office Systems	...	5
ACCT 252, Principles of Accounting II	...	5
BSAD 221, Introduction to Decision Sciences	...	5
BSAD 370, Business Finance	...	5
BSAD 377, Risk and Insurance	...	5
BSAD 381, Management of Human Resources	...	5
BSAD 385, Organizational Theory	...	5
BSAD 389, Business and Society	...	3
BSAD 471, Business Management	...	3
BSAD 479, Collective Bargaining	...	5
ECON 202, Principles of Economics Macro	...	5
ECON 356, Government and Business	...	5
PSY 456, Personnel and Industrial Psychology	...	4
POSC 320, Public Administration	...	5
		<u>75</u>

PROPOSAL FOR A  
NEW PROGRAM IS APPROVED BY  
THE DISCRETE CURRICULUM COMMITTEE  
AND FORWARDED TO THE SENATE

RECEIVED

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FACULTY SENATE

BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT  
COURSE ADDITION

BSBD 410. Office Equipment Selection and Maintenance. 3 credits.  
Selection, use, and maintenance of office equipment for schools and industry. Comparative analysis of engineering, operational, and safety features of various makes and models of typewriters and other office equipment. Proper techniques of equipment maintenance; selection of supplies and services. Previous typewriting experience recommended.

HOME ECONOMICS, FAMILY AND CONSUMER STUDIES  
BUSINESS EDUCATION AND ADMINISTRATIVE MANAGEMENT

PROGRAM INITIATION

BACHELOR OF ARTS

FASHION MERCHANDISING

Fashion Merchandising is an interdepartmental major leading to a Bachelor of Arts degree. It is administered jointly by the Department of Home Economics, Family and Consumer Studies, and the Department of Business Education and Administrative Management. The curriculum provides the necessary skills to enter the fashion merchandising field as a fashion designer, a fashion buyer, a fashion retailer, or a fashion merchandise manager.

The program is sufficiently flexible to permit a choice from available electives. Courses are primarily selected from Business Education, Distributive Education and Home Economics, Family and Consumer Studies, providing information relating to the production, distribution, and consumption of clothing and textiles. Students will gain practical work experience in agencies which deal with fashion merchandise.

Students enrolled in the program are required to consult regularly with a faculty advisor. All prerequisites must be fulfilled except in cases of special permission.

FASHION MERCHANDISING - CORE

	Credits
BOCT 100, Basic Sewing Skills or	
BOCT 150, Clothing Construction	3
BOCT 125, Clothing Selection	2
BOCT 155, Introduction to Textiles	4
DE 250, Merchandising Display	3
ACCT 251, Principles of Accounting I	5
BSBD 275, Business Organization	3
DE 340, Principles of Selling	5
BOCT 349, Family Clothing	2

Continued on next page.....

HOME ECONOMICS, FAMILY AND CONSUMER STUDIES  
BUSINESS, EDUCATION AND ADMINISTRATIVE MANAGEMENT  
PROGRAM INITIATION

BACHELOR OF ARTS  
 FASHION MERCHANDISING

Continued

Credits

HOCT	351,	Cultural and Social Bases of Clothing	...	3
DE	367,	Retail Management	...	5
BSED	385,	Business Communications and Report Writing	...	5
HOCT	425,	History of Fashion or		
DE	425,	History of Fashion	...	4
HOCT	455,	New Developments in Textiles	...	3
DE	461,	Advertising and Sales Promotion	...	5
DE	490,	Contracted Field Experiences or		
HOEC	490,	Contracted Field Experiences	...	5
HOCT	499,	Seminar or		
DE	499,	Seminar	...	3
				<u>60</u>

Select 15 credits from the following courses:

MATH	130.1,	Finite Mathematics	...	5
ART	170,	Design	...	3
BSAD	241,	Business Law	...	5
HOCT	252,	Principles of Accounting	...	5
HOCT	350,	Pattern Drafting and Design	...	3
BSAD	360,	Principles of Marketing	...	4
BSAD	361,	Marketing Channels Management	...	3
BSAD	367,	Consumer Behavior	...	4
BSAD	381,	Management of Human Resources	...	5
BSED	392,	Records Management	...	3
PSY	456,	Personnel and Industrial Psychology	...	4
BSAD	469,	Market Research	...	4

75

HOME ECONOMICS, FAMILY AND CONSUMER STUDIES  
COURSE ADDITIONS

HOEE 424. Vocational Aspects of Family Life Education. 3 credits.  
 Prerequisite, permission of instructor. Principles and objectives  
 of Home and Family Life programs in the secondary schools.

HOEN 341. Nutrition I. 3 credits. Prerequisites or corequisites,  
 CHEM 112 or 350 (see advisor). Nutritional needs of the body;  
 chemical and metabolic requirements of cells; influence of  
 nutrition on human growth and function.

HOME ECONOMICS, FAMILY AND CONSUMER STUDIES  
COURSE ADDITIONS

HOPE 342. Diet and Disease. 3 credits. Prerequisite, HOPE 200 or 341. Influence of nutritional deficiency on physiological malfunction; disease and diet therapy; nutrition and health management.

HOPE 441. Nutrition II. 3 credits. Prerequisites, HOPE 341 and CHEM 113 or 365 (see advisor). Research methodologies and recent developments in nutrition. The effects of major and minor nutrients on metabolic pathways.